



**Kampus  
Merdeka**  
INDONESIA JAYA

# SEMESTER LEARNING PLAN

## SEMESTER IV

**COURSE :**

**THE HISTORY OF ISLAMIC ECONOMIC THOUGHT  
AND CIVILIZATION**

**CODE :**

**CW6602023405**

**ISLAMIC ECONOMIC STUDY PROGRAM  
FACULTY OF ECONOMIC AND BUSSINESS  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



**MAKASSAR MUHAMMADIYAH  
UNIVERSITY**

**Code** : LP-UNISMUH-02.2

**Date** :

**RPS form**

**Revision** : 0

**Page**

**Used For complete**

**: LP-UNISMUH-02.2 Learning Process standard**

<b>Process</b>	<b>Person responsible</b>			<b>Date</b>
	<b>Name</b>	<b>Position</b>	<b>Signature</b>	
1. Formulation				
2. Inspection				
3. Consent				
4. Determination				
5. Control				

**SEMESTER LEARNING PLAN  
(BLENDED LEARNING MODEL – FLIPPED LEARNING TYPE)**

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**COURSE: HISTORY OF ISLAMIC ECONOMIC THOUGHT  
AND CIVILIZATION**

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**LIST OF CONTENTS**

<b>RPS FORM .....</b>	<b>1</b>
<b>LEARNING PLAN.....</b>	<b>2</b>
<b>TABLE OF CONTENTS .....</b>	<b>2</b>
<b>LEARNING PLAN.....</b>	<b>3</b>
1. 1 <sup>st</sup> MEETING.....	7
2. 2 <sup>nd</sup> MEETING .....	8
3. 3 <sup>rd</sup> MEETING .....	9
4. 4 <sup>th</sup> MEETING .....	10
5. 5 <sup>th</sup> MEETING .....	11
6. 6 <sup>th</sup> MEETING .....	12
7. 7 <sup>th</sup> MEETING.....	13
8. 8 <sup>th</sup> MEETING .....	14
9. 9 <sup>th</sup> MEETING .....	15
10. 10 <sup>th</sup> MEETING .....	16
11. 11 <sup>th</sup> MEETING .....	17
12. 12 <sup>th</sup> MEETING .....	18
13. 13 <sup>th</sup> MEETING .....	19
14. 14 <sup>th</sup> MEETING .....	20
15. 15 <sup>th</sup> MEETING .....	21
16. 16 <sup>th</sup> MEETING .....	22
<b>BIBLIOGRAPHY .....</b>	<b>23</b>



**MAKASSAR MUHAMMADIYAH UNIVERSITY  
FACULTY OF ECONOMICS AND BUSINESS  
ISLAMIC ECONOMIC STUDIES PROGRAM**

**SEMESTER LEARNING PLAN**

<b>COURSE NAME</b>	<b>MK CODE</b>	<b>MK RUMPU</b>	<b>WEIGHT (CREDITS)</b>		<b>SEMESTER</b>	<b>DATE OF COMPILATION</b>
History of Islamic Economic Thought and Civilization	KB74341	-	<b>T=</b> <b>3</b>	<b>P=</b> <b>0</b>	<b>IV</b>	<b>2021 -2022</b>
<b>GKM FACULTY</b>	<b>NAME OF RPS PREPAITOR</b>		<b>RMK COORDINATOR</b>		<b>KA PRODI</b>	
Asri Jaya, SE, MM	Syahidah Rahmah, SESy ., M. EI		Syahidah Rahmah, SESy ., MEI		Dr. H. Muhammad Najib Kasim, SE, M.Si	
<b>LEARNING OUTCOMES (CPL – CPMK – Sub CPMK)</b>	<b>GRADUATE LEARNING OUTCOMES CHARGED AT MK (CPL)</b>					
	CPL1(S)					
	CPL2 (P)	Master and understand history thinking Islamic economics since Saw until moment This				
	CPL3 (KU)	<ul style="list-style-type: none"> <li>- Able to apply thinking logical , critical , systematic , and innovative in context development or implementation knowledge knowledge and technology that pays attention to and applies mark appropriate humanities _ with field his expertise</li> <li>- Able to adapt , work together , create , contribute and innovate in apply knowledge knowledge on life social as well as capable role as global citizen with a global perspective.ac</li> </ul>				
	CPL4 (KK)					
<b>COURSE LEARNING CAPAIN (CPMK)</b>						



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FACULTY OF ECONOMICS AND BUSINESS  
ISLAMIC ECONOMIC STUDIES PROGRAM**

**SEMESTER LEARNING PLAN**

CPMK

- Able to find and analyze main ideas in material related with eye studying history thinking economy in Islam.
- Able to understand room scope history thinking Islamic economics .
- Student understand and compare distribution thinking Islamic economics from the time of the Prophet until contemporary .
- Able to analyze to thinking figure Islamic economics from time to time \_ until moment This .

**FINAL CAPABILITY OF EACH LEARNING STAGE (Sub-CPMK)**

Sub-CPMK1

Student expected capable understand material , goals , and rules lectures .

Sub-CPMK2

Student expected capable know and understand thinking pre -classical , classical , and socialist economics .

Sub-CPMK3

Student expected capable know and understand Islam and development thinking Islamic economics .

Sub-CPMK4

Student expected capable explain history Islamic economy during the time of the Prophet Muhammad.

Sub-CPMK5

Student expected capable explain Islamic economy during the Khulafaur period Rashidin .

Sub-CPMK6

Student expected capable explain about history thinking post- Islamic economics Khulafaur Rashidin .

Sub-CPMK 7

Student expected capable explain history thinking economy three kingdom magnitude .

Sub-CPMK 8

Mid semester

Sub-CPMK 9

Student expected capable understand and explain history thinking Islamic economics period I



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FACULTY OF ECONOMICS AND BUSINESS  
ISLAMIC ECONOMIC STUDIES PROGRAM**

**SEMESTER LEARNING PLAN**

	Sub-CPMK 10	Student expected capable understand and explain history thinking Islamic economics period II
	Sub-CPMK 11	Student expected capable understand and explain history thinking Islamic economics period III
	Sub-CPMK12	Student expected capable understand and explain about history thinking Islamic economics in contemporary times .
	Sub-CPMK13	Student expected capable understand and explain about comparison thinking Islamic economics with thinking economy conventional .
	Sub-CPMK14	Student expected capable understand and explain about development Islamic thought to the West.
	Sub-CPMK15	Student expected capable understand and explain about history Islamic economics in Indonesia.
<b>COURSE DESCRIPTION</b>		
<b>STUDY MATERIALS (TOPICS)</b>		<ol style="list-style-type: none"> <li>1. Pre-Classical , Classical , and Socialist Economic Thought ; Thinking economics of Ancient Greece, Roman times , thought race Scholasticism , Mercantalism period , school of thought Physiocratic , and Madhab Socialist , as well thinking figures of that time .</li> <li>2. Islam and Development Islamic Economic Thought ; Origin suggested thinking Islamic economics , history world economy and the problem of The Great Gap, and the economy Arabs in pre -Islamic times.</li> <li>3. History of the Islamic economy during the time of Rasululloh ; The Koran and Sunnah as source paradigms , principles , and systems economic , conditions period Mecca and Medina, source eye livelihood , al-Hisbah and Baitul Ma&gt;l markets, income and state expenditure .</li> <li>4. History of Islamic economics during the Khulafaurrasyidin era ; Policy economics Abu Bakar As- Siddiqh , Umar bin Khattab, Uthman bin Affan, and Ali bin Abi Talib ..</li> </ol>



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ISLAMIC ECONOMIC STUDIES PROGRAM**

**SEMESTER LEARNING PLAN**

5. History of thought post- Islamic economics Khulafaurrasyidin ; History of thought the economy of the Umayyad Dynasty and the Abbasid Dynasty.
6. History of thought economy in the third period kingdom big ; the Ottoman Empire in Turkey , the Safavid Empire in Persia, and the Mughal Empire in India.
7. History thinking Islamic economics period I ( phase basic ), period II ( phase progress ), and period III ( phase stagnation ); Background behind appearance periods I, II, and III, figures thinking every period , and flash thinking Islamic economics in periods I, II, and III.
8. History of thought Islamic economics in contemporary times ; Characters \_ \_ thinking Islamic economics in contemporary times covers biography , works monimental , and concept thinking its economy .
9. Comparison thinking Islamic economics with thinking economy Conventional ; Islam and Capitalism , Islam and Socialism , comparison third system , Islam and welfare-state doctrine , Islam and Marxism .
10. Development Islamic thought to the West; Transformation thinking economy from East to West, indication plagiarism thinking bachelor Muslims by Western scientists , and history prove that thinkers \_ Muslim is inventors knowledge .
11. History of Islamic economics in Indonesia; Background behind appearance Islamic economy in Indonesia, opportunities and challenges Islamic economics in Indonesia, practices Islamic economics in Indonesia, and development strategies Islamic economics in Indonesia.

**REFERENCE**

**Main Reference**

1. Shariati , A. (nd). *Task Muslim scholar Ali Shariati* .
2. Molyneux, P. (2006). Thirty years of Islamic banking: history, performance and prospects. *Choice Reviews Online* , 43 (06), 43-3493-43-3493. <https://doi.org/10.5860/choice.43-3493>
3. Barom , MN, Haneef, MA, Mohammed, MO, Yusop , MMM, Ariffin , MI, & Amin, R. (2020). *Sayyid Abul A'la Mawdudi's First Principles of Islamic Economics* . 1-73.



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**SEMESTER LEARNING PLAN**

4. Kurniawan, MA, Rochanah , Suyatmi , Isbakhi , AF, Adibah , K., Nikmah , S., Achmad , F., Maisyanah , Zulfa , LN, Ramadhani, R., Wahyudi , D., Rahman, A., Kumaidah , U., Zaienuri , A., Zulqarnain , Susiana, & Nuryah . (2014). History of Islamic Thought and Civilization : From Classical , Middle, to Modern Times. *Qoulun Library* , 293.

**Reference Addition**

1. Akhmad , Achsani , NA, Tambunan, M., & Mulyo, SA (2012). Impact of fiscal policy on the agricultural development in an emerging economy: Case study from the south of Sulawesi, Indonesia. *International Research Journal of Finance and Economics* , 96 (August 2018), 101–112
2. Wahyuni, I., Rayyani , WO, Adil, M., & Andayaningsih , S. (2021). Going Concern Perspective of Micro Business Actors : Efforts Revealing the Veil of Meaning Through Phenomenology. *Scientific Journal of Management Accounting* , 4(1), 13–24.

**LECTURER  
NAME**

Syahidah Rahma , SESy ., M. EI

**REQUIRED  
COURSES**

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1. 1<sup>th</sup> MEETING

LESSON PLAN:1 <sup>st</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	Student expected capable understand material , goals , and rules lectures .					
INDICATOR	Attendance : 20% Assignments / Papers : 20% Morals : 20% UTS : 20% UAS : 20% Amount : 100%					
STUDY MATERIALS	a. Contract Lectures b. Introduction c. Understanding base development thinking world economy and Islam					
INSTRUCTIONAL MEDIA	SPADA URL	.....				Explore, Lecture and Question and Answer
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meetings		
		Videos	Survey	Other		
Other Media	Zoom and Google Classroom					
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>Independent Study : 3 x 50 minutes</li> <li>Structured Assignments : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>Face to Face : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	Listen and discuss					
LEARNING ASSESSMENT	LMS Features	Instruments		Type	Instruments	

<b>LESSON PLAN:1<sup>st</sup> MEETING</b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 8.4%</b>	

## 2. 2<sup>nd</sup> MEETING

LESSON PLAN:2 <sup>nd</sup> MEETING						
ASPECT	ONLINE				OFFLINE	
<b>SUB-CPMK</b>	Student expected capable know and understand thinking pre -classical , classical , and socialist economics .					
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentationac</li> </ul>					
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>a. Thinking economy of the Ancient Ynani , Roman , people Scholastic .</li> <li>b. Mercantalism period , school of thought Physiocratic and madhab Socialist .</li> <li>c. Thinking figure at that time</li> </ul>					
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....				<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Lecture</li> <li>- Multimedia presentation</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>
	LMS Features	Page URLs	Lessons	Slides	Quiz	
		Dock	Task	Meeting s		
		Videos	Survey	Other		
		Other Media	Zoom and Google Classroom			
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>	
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>	
<b>LEARNING EXPERIENCE</b>	Listen and discuss					
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>	<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> : 8.4%					

### 3. 3<sup>rd</sup> MEETING

LESSON PLAN: 3 <sup>rd</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
<b>SUB-CPMK</b>	Student expected capable know and understand Islam and development thinking Islamic economics .					
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>					
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>a. Origin suggested thinking Islamic economics</li> <li>b. World economic history and problems <i>the great gap</i> .</li> <li>c. Economy pre - Islamic Arabs</li> </ul>					
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....				<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Presentation</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>
	LMS Features	Page URLs	Lessons Forum	Slides Quiz		
		Dock	Task	Meetings		
		Videos	Survey	Other		
		Other Media	Zoom and Google Classroom			
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	Listen and discuss					
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>	<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>	
	<b>Weight</b> : 8.4%					

#### 4. 4<sup>th</sup> MEETING

LESSON PLAN: 4 <sup>th</sup> MEETING								
ASPECT	ONLINE			OFFLINE				
<b>SUB-CPMK</b>	Student expected capable explain history Islamic economy during the time of the Prophet Muhammad.							
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>							
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>a. The Koran and Sunnah as source paradigms and principles life</li> <li>b. System economy</li> <li>c. Condition economy in Mecca and Medina</li> <li>d. Source eye livelihood</li> <li>e. Market, al-Hisbah, and Baitul Mall</li> <li>f. State income and expenditure .</li> </ul>							
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....					<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>	
	LMS Features	Page		Lessons		Slides		
		URLs		Forum		Quiz		
		Dock		Task		Meeting s		
		Videos		Survey		Other		
Other Media	Zoom and Google Classroom							
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>				
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>				
<b>LEARNING EXPERIENCE</b>	Listen and discuss							
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>			
	<b>Weight</b> : 8.4 %							

5. 5<sup>th</sup> MEETING

LESSON PLAN:5 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
<b>SUB-CPMK</b>	Student expected capable explain Islamic economy during the Khulafaur period Rashidin .					
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Precision in explain material</li> <li>- Systematics and style presentation</li> </ul>					
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Policy Abu Bakar as- Siddiqh 's economics .</li> <li>- Policy Umar bin Khattab economics .</li> <li>- Policy economy Uthman bin Affan.</li> <li>- Policy economics of Ali bin Abi Talib .</li> </ul>					
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....				<ul style="list-style-type: none"> <li>- Multimedia presentation</li> <li>- Lecture</li> <li>- Presentation</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>
	LMS Features	Page URLs	Lessons Forum	Slides Quiz		
		Dock	Task	Meeting s		
		Videos	Survey	Other		
		Other Media	Zoom and Google Classroom			
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	Organize material in form paper about Islamic economy during the Khulafaur period Rashidin					
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>	<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>	
	<b>Weight</b> : 8.4%					

6. 6<sup>th</sup> MEETING

LESSON PLAN: 6 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	Student expected capable explain about history thinking post- Islamic economics Khulafaur Rashidin .					
INDICATOR	<ul style="list-style-type: none"> <li>- Precision in explain material</li> <li>- Systematics and style presentation</li> </ul>					
STUDY MATERIALS	<ul style="list-style-type: none"> <li>a. History of thought Islamic economics during the Umayyad Dynasty.</li> <li>b. History of thought Islamic economics during the Abbasid dynasty.</li> </ul>					
INSTRUCTIONAL MEDIA	SPADA URL	.....				<ul style="list-style-type: none"> <li>- Multimedia presentation</li> <li>- Presentation</li> <li>- Brain storming and sharing</li> <li>- Lecture</li> </ul>
	LMS Features	Page URLs	Lessons Forum	Slides Quiz		
		Dock	Task	Meetings		
		Videos	Survey	Other		
		Other Media	Zoom and Google Classroom			
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	Organize material in form paper about history thinking post- Islamic economics Khulafaur Rashidin					
LEARNING ASSESSMENT	LMS Features		Instruments		Type	Instruments

<b>LESSON PLAN: 6<sup>th</sup> MEETING</b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 8.4%</b>	



7. 7<sup>th</sup> MEETING

LESSON PLAN:7 <sup>th</sup> MEETING						
ASPECT	ONLINE				OFFLINE	
<b>SUB-CPMK</b>	Student expected capable explain history thinking economy three kingdom magnitude .					
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Precision in explain material</li> <li>- Systematics and style presentation</li> </ul>					
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>a. History of thought economy in the Ottoman Empire in Turkey .</li> <li>b. History of thought economy in the Safavid Empire in Persia.</li> <li>c. History of thought economy in the Mughal Empire in India.</li> </ul>					
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....				<ul style="list-style-type: none"> <li>- Presentation</li> <li>- <i>Brain storming and sharing</i></li> <li>- Lecture</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>
	LMS Features	Page URLs	Lessons Forum	Slides Quiz		
		Dock	Task	Meetings		
		Videos	Survey	Other		
		Other Media	Zoom and Google Classroom			
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>	
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>	
<b>LEARNING EXPERIENCE</b>	Organize material in form paper about history thinking economy three kingdom big					
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>
	<b>Weight : 8.4%</b>					

## 8. 8<sup>th</sup> MEETING

LESSON PLAN: 8 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	Mid semester					
INDICATOR						
STUDY MATERIALS	Material Exam Materials 1-7					
INSTRUCTIONAL MEDIA	SPADA URL	.....				
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meetings		
		Videos	Survey	Other		
Other Media						
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ Independent Study : 3 x 50 minutes</li> <li>▪ Structured Assignments : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ Face to Face : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE						
LEARNING ASSESSMENT	LMS Features	Instruments		Type	Instruments	
	Weight : 20%					

9. 9<sup>th</sup> MEETING

LESSON PLAN:9 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	Student expected capable understand and explain history thinking Islamic economics period I					
INDICATOR	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>					
STUDY MATERIALS	<ul style="list-style-type: none"> <li>a. Background behind appearance period I</li> <li>b. Characters _ _ thinking period I</li> <li>c. Flash thinking Islamic economics period I</li> </ul>					
INSTRUCTIONAL MEDIA	SPADA URL	.....			<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion ( <i>discovery learning</i> )</li> <li>- <i>Brainstorming</i></li> </ul>	
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meeting s		
Other Media	Zoom and Google Classroom					
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	Organize material in form paper about history thinking Islamic economics period I					
LEARNING ASSESSMENT	LMS Features		Instruments		Type	Instruments
Weight : 8.4%						

10. 10<sup>th</sup> MEETING

LESSON PLAN: 10 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	Student expected capable understand and explain history thinking Islamic economics period II					
INDICATOR	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>					
STUDY MATERIALS	<ul style="list-style-type: none"> <li>a. Background behind appearance period II</li> <li>b. Characters _ _ thinking period II</li> <li>c. Flash thinking Islamic economics period I I</li> </ul>					
INSTRUCTIONAL MEDIA	SPADA URL	.....			<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>	
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meeting s		
		Videos	Survey	Other		
Other Media	Zoom and Google Classroom					
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	Organize material in form paper about thinking Islamic economics period II					
LEARNING ASSESSMENT	LMS Features		Instruments		Type	Instruments
	Weight : 8.4%					

11. 11<sup>th</sup> MEETING

LESSON PLAN: 11 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	Student expected capable understand and explain history thinking Islamic economics period III					
INDICATOR	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>					
STUDY MATERIALS	<ul style="list-style-type: none"> <li>a. Background behind appearance period III.</li> <li>b. Characters _ _ thinking period III.</li> <li>c. Flash thinking Islamic economics period III.</li> </ul>					
INSTRUCTIONAL MEDIA	SPADA URL	.....				<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Multimedia presentation</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meeting s		
		Videos	Survey	Other		
Other Media	Zoom and Google Classroom					
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	Organize material in form paper about history thinking Islamic economics period III					
LEARNING ASSESSMENT	LMS Features		Instruments		Type	Instruments
	Weight : 8.4%					

12. 12<sup>th</sup> MEETING

LESSON PLAN: 12 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
<b>SUB-CPMK</b>	Student expected capable understand and explain about history thinking Islamic economics in contemporary times .					
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>					
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>a. Characters _ _ thinking Islamic economics in contemporary times</li> <li>b. Biography figure</li> <li>c. Work monumental</li> <li>d. Draft his thoughts</li> </ul>					
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....			<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion ( <i>discovery learning</i> )</li> </ul>	
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meeting s		
		Videos	Survey	Other		
Other Media	Zoom and Google Classroom					
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	Organize material in form paper about history thinking Islamic economics in contemporary times					
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> : 8.4%					

13. 13<sup>th</sup> MEETING

LESSON PLAN: 13 <sup>th</sup> MEETING							
ASPECT	ONLINE			OFFLINE			
<b>SUB-CPMK</b>	Student expected capable understand and explain about comparison thinking Islamic economics with thinking economy conventional .						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>a. Islam and Capitalism</li> <li>b. Islam and Socialism</li> <li>c. Comparison third system</li> <li>d. Islam and the welfare-state doctrine</li> <li>e. Islam and Marxism</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....					<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Brain storming and sharing</li> <li>- Lecture</li> <li>- Question and answer</li> </ul>
	LMS Features	Page URLs	Lessons Forum	Slides Quiz			
		Dock	Task	Meetings			
		Videos	Survey	Other			
		Other Media	Zoom and Google Classroom				
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>			
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>			
<b>LEARNING EXPERIENCE</b>	Organize material in form paper about comparison thinking Islamic economics with thinking economy conventional						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		

<b>LESSON PLAN: 13<sup>th</sup> MEETING</b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 8.4%</b>	



14. 14<sup>th</sup> MEETING

LESSON PLAN: 14 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	Student expected capable understand and explain about development Islamic thought to the West.					
INDICATOR	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>					
STUDY MATERIALS	a. Transformation thinking economy from East to West b. Indication plagiarism thinking bachelor Muslims by scientists in the West c. Historical evidence that thinker Muslim is inventor knowledge					
INSTRUCTIONAL MEDIA	SPADA	.....				<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Brain storming and sharing</li> <li>- Lecture</li> <li>- Question and answer</li> </ul>
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meeting s		
		Videos	Survey	Other		
Other Media	Zoom and Google Classroom					
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	Organize material in form paper about development Islamic thought to the West					
LEARNING ASSESSMENT	LMS Features		Instruments		Type	Instruments
	Weight : 8.4%					

15. 15<sup>th</sup> MEETING

LESSON PLAN: 15 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
<b>SUB-CPMK</b>	Student expected capable understand and explain about history Islamic economics in Indonesia.					
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explain material</li> <li>- Systematics and style presentation</li> </ul>					
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>a. Background behind appearance Islamic economics in Indonesia</li> <li>b. Opportunities and challenges Islamic economics in Indonesia</li> <li>c. Practices Islamic economics in Indonesia</li> <li>d. Development strategy Islamic economics in Indonesia</li> </ul>					
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....				<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Brain storming and sharing</li> <li>- Lecture</li> <li>- Question and answer</li> </ul>
	LMS Features	Page URLs	Lessons Forum	Slides Quiz		
		Dock	Task	Meetings		
		Videos	Survey	Other		
		Other Media	Zoom and Google Classroom			
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to Face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	Organize material in form paper about history Islamic economics in Indonesia					
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> : 8.4%					

16. 16<sup>th</sup> MEETING

LESSON PLAN: 16 <sup>th</sup> MEETING						
ASPECT	ONLINE			OFFLINE		
SUB-CPMK	FINAL EXAMS					
INDICATOR	FINAL EXAMS					
STUDY MATERIALS	FINAL EXAMS					
INSTRUCTIONAL MEDIA	SPADA URL	.....				
	LMS Features	Page	Lessons	Slides		
		URLs	Forum	Quiz		
		Dock	Task	Meetings		
		Videos	Survey	Other		
Other Media						
LEARNING MODEL	Scenarios & Features			Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ Independent Study : 3 x 50 minutes</li> <li>▪ Structured Assignments : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ Face to Face : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE						
LEARNING ASSESSMENT	LMS Features	Instruments		Type	Instruments	
	Weight : 20%					

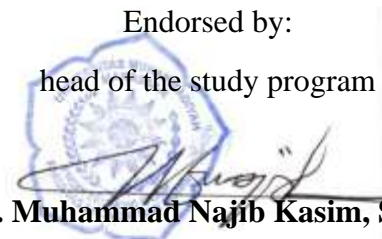
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